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The Class of 1972:

Six months +, post-graduation

A survey conducted by

the Office of Career Development and Placement

for

the Office of the Vice-Chancellor for Academic Affairs

University of Illinois

June, 1973

The Class of 1972: 6 months + post-graduation is a survey and analysis conducted by the Office of Career Development and Placement with the support of the Office of the Vice Chancellor for Academic Affairs.

The survey was initiated in October of 1972 with the formulation of the questionnaire. The questionnaire was developed with the following objectives in mind:

1. To determine the activity (school, work, etc.) of the graduates;
2. To determine the degree of difficulty or ease the graduate experienced in finding his activity;
3. To determine what option the graduate would elect if he had his college education to do over again;
4. To determine what characteristics the graduate desires from his job;
5. To determine whether the graduate's goals of education were achieved by his college education;
6. To determine which sources of assistance were used by the graduate in obtaining his post-graduate activity and to delineate the degree of usage;
7. To determine the graduate's feeling about his university and the degree of preparedness and application of the graduate's education;
8. Finally, to analyse the findings of these questions by individual department.

We were assisted in the questionnaire development by the Survey Research Laboratory and the Office of Instructional Resources.

The questionnaire was anonymous and was a single contact survey. Each questionnaire was coded by the department of the graduate.

We sent the questionnaire to all bachelor level graduates of the June class of 1972 as supplied to us by the Alumni Association's file, in December 1972.

We obtained a 42.7% return of the questionnaire and began analysis. This analysis took two forms:

1. Conclusions drawn from the total sample;
2. Comparative analysis of the sample by departments. (Forty-six departments are included in this analysis as these represented a reliable return that

analysis could be made upon.)

Conclusions drawn from the total sample

1. That the graduates of the University of Illinois class of 1972 seem to be in a better circumstance than their peers from other colleges and Universities.

a) 95.7% of those desiring employment are employed.

b) 95.8% of the entire class are employed or in school full time preparing for employment, compared to the national figure of 88.0%.

2. University of Illinois graduates fared better than the national average in "under-employment" -- employed in positions that do not require a college degree.

National average - 20.3% of college graduates are employed in positions that do not require a college degree,

a) U. of I. average - 10.3%, excluding the unclassifiabes are engaged in activities that do not require a college education.

b) Most were glad they attended college because only 1.1% indicated that they would not go to college if they had to do it over again.

c) 15.2% did indicate that they would attend a vocational-technical school rather than the University if they did it again.

3. Despite the difficulties of obtaining employment or being admitted to graduate school, University of Illinois graduates tend to have a positive feeling toward their University, their college, and their department.

a) Not a single student would attend another university if they had to do it over again. Furthermore, 87.7% have a positive feeling toward their alma mater and 43.6% have a strong positive feeling.

b) 6.0% would change their college and 15.0% would change their department if they could repeat their undergraduate career. Although not as pronounced as for the University, students remain positive to their college (70.2%) and their department (66.6%).



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4. Resource allocation within the University seems to be disproportionate as illuminated by the areas chosen by graduates if they had their undergraduate career to do over and by their choice of an additional degree which would be most valuable. (The reliability of the information of undergraduate choice is suspect because graduates were not given a full list of choices, however the statistics for Engineering, Business, Agriculture, Communications and the Arts is reliable.)

a) Field	Choice if to repeat	Actual enrollment '71
*Engineering	12.1%	14.2%
*Business	18.5%	11.2%
Preprofessional	13.5%	4.3%
*Agriculture	6.2%	5.5%
Social Science	10.6%	15.7%
Physical Science	7.2%	12.7%
*Communications	6.3%	2.4%
*The Arts	12.4%	11.4%
Other	12.1%	22.2%
*relatively reliable		

It is not appropriate to draw conclusions from these statistics, however, the point is raised because the source of the statistics (recent graduates) should be an excellent source of information that could be used in drawing allocation conclusions. The graduate is an excellent source because he has both the perspective of the current labor market and a familiarity with the campus upon which to base his decision. It is unfortunate that I could not have foreseen this expertise and developed my questionnaire accordingly.

b) The graduate is also an excellent source of information on what degree would be most valuable to him, I did not, however, structure the questionnaire accordingly. If analyzed by degree level desired, one might conclude that the MBA degree and the Law degree are more desirable than present resource allocation would indicate.

Degree and Level	Choice of graduates	Actual enrollment '71
MBA	18.6%	5.7%
Law	13.9%	9.3%
Master's & Doctor's	68.5%	84.9%

5. Students that obtained jobs in the field of their major (the students that, perhaps, knew what they wanted and were prepared for it) got significantly higher salaries than their counterparts in jobs other than their major, part-time jobs, or the military.

Working	Mean of choices*	% above \$9000/yr	Average Salary
a) Related to major	3.34	43%	\$8500
Unrelated to major	2.86	21%	\$7000
Part-time	1.52	2%	\$4550
In Military Service	2.82	24%	\$7000

Choices: *1 = Below \$250/mo., 2 = \$250-500/mo., 3 = \$501-750/mo., 4 = \$751-1000/mo., 5 = \$1001-1250/mo., 6 = \$1251-1500/mo., 7 = above \$1501/mo.

(There were four students making over \$1500/mo., two are in grad school in the area of their undergrad major and must be independently wealthy. Two are working in areas unrelated to their major. One is in sales and the other is in management.)

6. Graduates seek careers that are challenging but generally disdain those that put them in control over others, at this point anyway.

From characteristics that are desirable in present or future jobs.

<u>Characteristic</u>	<u>% indicating desired</u>
Challenge	78.1%
Variety	74.2%
Freedom	72.4%
Acceptable Salary	70.2%
Responsibility	67.7%
Control over others	17.6%

7. There is a deficiency between what the graduates hoped to achieve (as indicated by the reasons they came to college) and what they actually achieved by going to college.

a) <u>goal</u>	<u>should have attained</u>	<u>did attain</u>	<u>difference</u>
--Train me for career	62.8%	47.2%	-15.6%
--Give me a broad knowledge & appreciation of Arts & Sciences .	59.4%	50.0%	- 9.4%
--Help me learn practical & effective ways of helping people	48.1%	37.2%	-10.9%
--Help me learn how to make decisions	59.9%	68.1%	+ 8.2%
--Develop my abilities to think & express myself	67.9%	74.0%	+ 6.1%
--Prepare me to get ahead in world	41.7%	29.0%	-12.6%
--Help me to formulate the values & goals of my life	55.0%	51.5%	- 3.5%
--Help me learn how to get along with others	48.7%	64.3%	+15.6%
--Help me learn how to tolerate new ideas	51.3%	73.8%	+22.5%
--Help me to form valuable and lasting friendships	39.3%	64.3%	+25.0%
--Help me prepare for marriage & family life	21.4%	19.6%	- 1.8%

b) When the goals are placed in priority, from the most expected to the least and from the most achieved to the least, the deficiencies are even more pronounced.

Priority of expected achievement		Priority of actual achievement	
1. Thinking & Expression	67.9%	1. Thinking & Expression	74.0%
2. Train for career	62.8%	2. Tolerance	73.8%
3. Decision making	59.9%	3. Decision making	68.1%
4. Knowledge & appreciation	59.4%	4. Get along with others	64.3%
5. Values & goals	55.0%	5. Friendships	64.3%

6. Tolerance	51.3%	6. Values & goals	51.5%
7. Get along with others	48.7%	7. Knowledge & appreciation	50.0%
8. Helping others	48.1%	8. Train for career	47.2%
9. Get ahead	41.7%	9. Helping others	37.2%
10. Friendships	39.3%	10. Get ahead	29.1%
11. Family life	21.4%	11. Family life	19.6%

c) The graphic illustrations of these two tables is that 62.8% of our graduates came to college to train for a career and only 47.2% actually achieved it and that Career training was the second most important goal of college entrants but was eighth in priority of goals achieved. To obtain a knowledge and appreciation of the arts and the sciences was fourth most important to the entrant and seventh most achieved by the graduate with a negative difference of 9.4%. Finally, learning how to help others had a negative difference of 10.9%.

8. The survey indicated that the student is pretty much on his own in "finding his way" after he completes his undergraduate degree. (The grad could choose more than one source of assistance. The following percentages assume that he may have indicated all sources of assistance, too.)

a) 79.1% of all graduates found their post-graduate activity "on their own."

b) 81.1% of those going to school (Medical School-79%, Law School-87%, Grad School in major-78%, Grad School out of major-84%) were admitted through their own efforts.

c) 78% of those employed (in major-76%, out of major-84%, part-time-77%) found employment on their own.

d) Friends were generally more sought for assistance (31.0%) on post-graduation activities than any university source. (Faculty-29.5%, Placement Offices-17.4%, Department office-10.0%, Academic advisors-7.8%, College offices-6.0%)

e) Even with professional school aspirants, they sought their friends' assistance as much as they sought assistance from the professional school advisory service. (Medical student-Friends-47%, HPIO-55%; Law students-Friends-37%, LAS-Law School information-36%)

9. When the faculty, department office, college office, or academic advisors did offer assistance, it seems that a disproportionate amount of assistance was offered to or sought by those going to graduate school as compared to those seeking employment.

a) <u>source of assistance</u>	<u>% use by those going to school</u>	<u>% use by those seeking employment</u>
--------------------------------	---------------------------------------	--

Faculty	52.3%	19.3%
Department Office	21.6%	4.2%
College Office	8.2%	5.0%
Academic Advisors	18.3%	3.1%

b) It seems that there is a hierarchy of assistance provided, as an example, by the faculty:

Graduate status category	% use of faculty for assistance
1. Grad school in major	67%
2. Grad school out of major	46%
3. Medical school	41%
4. Employment in major	23%
5. Law school	19%
6. Part-time employment	16%
7. Employment out of major	9%

c) This hierarchy tends to carry over on terms of an effect on students and the timing of admission and/or employment.

Graduate status category	mean of choices*	% prior to graduation
1. Medical school	1.14	92%
2. Grad school in major	1.29	82%
3. Law school	1.36	82%
4. Grad school out of major	1.54	68%
5. Employment in major	2.02	45%
6. Employment out of major	2.74	53%
7. Part-time employment	2.75	27%

Choices:

*1 = prior to graduation, 2 = within 2 mo. of graduation, 3 = 2-4 mo. after,
4 = 4-6 mo. after, 5 = 6 mo. or more after.

10. Those students that terminate their education at the bachelor's level and seek employment are not getting full assistance from the placement offices.

- a) Only 17.4% of all students sought the assistance of the placement offices in determining their post-graduate activities.
- b) Even for those employed in the field of their major with direct access to the placement office, it was used by only 33%.
- c) Only 7% used the placement office for employment out of the field of their major.

11. Almost a majority of our graduates feel that their college training and their major program of study have prepared them for their present position, while a smaller percentage indicated that they felt they were better prepared than graduates of other universities.

- a) 49.5% indicated that they feel their college training has prepared them and 42.4% indicated that their major program has prepared them for the activity they are now involved in.
- b) 39.5% indicated that they were better prepared than the graduates of other colleges and universities.
- c) 62.2% say that it is important to have their specific bachelor's degree for their present position.
- d) Yet, only 36.9% said that they apply most of their acquired knowledge and skill, and 47.3% said that they did not apply their knowledge and skill to their present position.
- e) The latter two points seem contradictory, but the labor market dictates that a degree, sometimes a specific degree, is necessary to be hired. Thus, it is important. However, for the job that they are hired, they may not use any of that knowledge.

1. FILL IN THE GENERAL INFORMATION AT THE RIGHT.
2. THEN BEGINNING WITH QUESTION ONE DARKEN ONE RESPONSE TO EACH QUESTION.
3. PLEASE USE PENCIL ONLY AND ERASE ANY CHANGED ANSWER COMPLETELY.

SAMPLE MARKS:

I AM A GRADUATE OF THE
UNIVERSITY OF ILLINOIS:

☒ YES
☐ NO

"The class of '72:
six months after
graduation"

1. ARE YOU:

ATTENDING A SCHOOL WHICH IS:

- 5.2% MEDICAL OR HEALTH RELATED
- 6.0% LAW OR OTHER PROFESSIONAL
- A GRADUATE SCHOOL IN THE AREA OF:
- 13.8% YOUR UNDERGRADUATE MAJOR
- 7.0% NOT IN YOUR UNDERGRADUATE MAJOR
- WORKING FULL-TIME IN A FIELD:
- 43.0% RELATED TO YOUR UNDERGRAD MAJOR
- 15.0% UNRELATED TO YOUR UNDERGRAD MAJOR
- 3.1% WORKING PART-TIME
- 2.8% SEEKING EMPLOYMENT
- 2.7% IN MILITARY SERVICE
- 1.5% OTHER

2. WHICH ONE OF THE FOLLOWING CLASSIFIES

YOUR PRESENT EMPLOYMENT:

- 3.7% UNSKILLED LABOR
- 2.3% SKILLED LABOR
- 22.6% PROFESSIONAL OCCUPATIONS
- 5.4% MANAGERIAL OCCUPATIONS
- 3.5% SALES OCCUPATIONS
- 3.8% CLERICAL OCCUPATIONS
- 2.2% SERVICE OCCUPATIONS
- 2.3% GOVERNMENT OCCUPATIONS
- 13.4% TEACHING OCCUPATIONS
- 32.4% STUDENT
- 8.5% OTHER

3. HOW LONG AFTER GRADUATION WERE YOU

ACCEPTED TO YOUR PRESENT JOB OR
STUDENT PROGRAM:

- 51.9% PRIOR TO GRADUATION
- 18.7% TWO MONTHS AFTER
- 12.8% TWO - FOUR MONTHS AFTER
- 8.3% FOUR - SIX MONTHS AFTER
- 8.3% SIX OR MORE MONTHS AFTER

4. IF YOU COULD REPEAT YOUR UNDERGRAD CAREER WOULD YOU:

57.7% FOLLOW THE SAME STUDY PROGRAM

OBTAIN A DEGREE IN A:

- 0.0% DIFFERENT UNIVERSITY
- 6.0% DIFFERENT COLLEGE
- 15.0% DIFFERENT DEPARTMENT (SAME COLLEGE)
- 15.2% ATTEND VOCATIONAL-TECHNICAL SCHOOL
- 1.1% NOT GO TO SCHOOL AT ALL
- 5.0% OTHER

5. IF YOU COULD REPEAT YOUR UNDERGRAD CAREER, WHICH

AREA WOULD YOU CHOOSE:

- 12.1% ENGINEERING
- 18.5% BUSINESS OR RELATED FIELD
- 13.5% PRE-PROFESSIONAL
- 6.2% AGRICULTURAL OR RELATED FIELD
- 10.6% SOCIAL SCIENCE
- 7.2% PHYSICAL SCIENCE
- 6.3% COMMUNICATIONS
- 12.4% THE ARTS
- 1.1% WOULD NOT ATTEND COLLEGE
- 12.1% OTHER

6. WHICH ADDITIONAL DEGREE WOULD BE MOST VALUABLE TO YOU:

- 15.2% MBA
- 12.1% LAW
- 22.1% MASTERS IN MY BACHELOR
- 22.7% MASTERS IN ANOTHER FIELD
- 9.7% PHD IN MY BACHELOR
- 4.7% PHD IN ANOTHER FIELD
- 13.5% NONE

7. IS YOUR PRESENT MONTHLY SALARY:

- 25.0% BELOW \$250
- 21.6% \$250 - \$500
- 25.8% \$501 - \$750
- 20.2% \$751 - \$1000
- 2.7% \$1001 - \$1250
- 0.1% \$1251 - \$1500
- 0.3% ABOVE \$1501

TOTAL PERCENTAGES

FOR THE ENTIRE CLASS

PLEASE FILL OUT THE REVERSE SIDE

DIRECTIONS FOR MARKING:

USE PENCIL ONLY.

ERASE CLEANLY.

SAMPLE MARKS: SA A N O SD

SA A N O SD

CHOOSE FROM THE FOLLOWING LIST, THE CHARACTERISTIC(S) YOU WANT FROM YOUR PRESENT OR FUTURE JOB:

- 67.7% RESPONSIBILITY
- 74.2% VARIETY IN THE WORK
- 72.4% CONTROL OVER WHAT I DO
- 17.6% CONTROL OVER WHAT OTHERS DO
- 78.1% CHALLENGE
- 70.2% ACCEPTABLE SALARY

NAME PEOPLE THINK THE FOLLOWING LIST OF PERSONAL ATTRIBUTES OR SKILLS ARE IMPORTANT TO AN UNDERGRADUATE EDUCATION.

MARK IN COLUMN A THOSE GOALS YOU THINK YOU SHOULD HAVE ATTAINED DURING YOUR UNDERGRAD CAREER.

MARK IN COLUMN B THOSE GOALS YOU THINK YOU ACTUALLY ATTAINED DURING YOUR UNDERGRADUATE CAREER.

COLUMN A COLUMN B

- | | | |
|-------|-------|---|
| 59.9% | 68.1% | HELP ME TO LEARN HOW TO MAKE MY OWN DECISIONS |
| 62.8% | 47.2% | TRAIN ME FOR A CAREER |
| 48.7% | 64.3% | HELP ME TO LEARN HOW TO GET ALONG WITH OTHERS |
| 51.3% | 73.8% | HELP ME TO LEARN HOW TO TOLERATE NEW IDEAS |
| 67.9% | 74.0% | DEVELOP MY ABILITIES TO THINK AND TO EXPRESS MYSELF |
| 59.4% | 50.0% | GIVE ME A BROAD KNOWLEDGE AND APPRECIATION OF ARTS & SCIENCES |
| 41.7% | 29.1% | PREPARE ME TO GET AHEAD IN THE WORLD |
| 39.3% | 64.3% | HELP ME TO FORM VALUABLE AND LASTING FRIENDSHIPS |
| 55.0% | 51.5% | HELP ME TO FORMULATE THE VALUES AND GOALS OF MY LIFE |
| 21.4% | 19.6% | HELP PREPARE ME FOR MARRIAGE AND FAMILY LIFE |
| 48.1% | 37.2% | HELP ME LEARN PRACTICAL AND EFFECTIVE WAYS OF HELPING PEOPLE |

FROM THE FOLLOWING LIST, MARK THOSE WHICH WERE HELPFUL IN OBTAINING YOUR PRESENT EMPLOYMENT OR IN PROVIDING INFORMATION ABOUT YOUR PRESENT ADVANCED DEGREE PROGRAM:

- 17.4% PLACEMENT OFFICE
- 6.0% COLLEGE OFFICE
- 29.5% FACULTY PERSONNEL
- 14.4% PARENTS
- 31.0% FRIENDS
- 10.0% DEPARTMENTAL OFFICE
- 3.0% HEALTH PROFESSIONS INFORMATION OFFICE
- 2.6% LAS - LAW SCHOOL INFORMATION
- 7.8% ACADEMIC ADVISORS
- 79.1% ON MY OWN

PLEASE RELATE EACH OF THE FOLLOWING STATEMENTS TO YOUR PRESENT POSITION OF EMPLOYMENT OR GRADUATE COURSE STUDY:

MARK ONE OF THE FOLLOWING FOR EACH STATEMENT:

- SA = STRONGLY AGREE
- A = AGREE
- N = NO OPINION OR NEUTRAL
- D = DISAGREE
- SD = STRONGLY DISAGREE

yes no -

- | | | |
|------|------|--|
| 87.7 | 5.1 | I HAVE A POSITIVE FEELING TOWARD THE UNIVERSITY OF ILLINOIS IN GENERAL. |
| 70.2 | 12.8 | I HAVE A POSITIVE FEELING TOWARD MY FORMER ACADEMIC COLLEGE AT THE U. OF I. |
| 66.6 | 19.1 | I HAVE A POSITIVE FEELING TOWARD MY DEPARTMENTAL PROGRAM AT THE U. OF I. |
| 49.5 | 30.6 | MY GENERAL COLLEGE TRAINING HAS VERY ADEQUATELY PREPARED ME FOR MY PRESENT POSITION. |
| 42.4 | 34.9 | MY MAJOR PROGRAM OF STUDY HAS VERY ADEQUATELY PREPARED ME FOR MY PRESENT POSITION. |
| 62.2 | 24.6 | IT IS IMPORTANT FOR ME TO HAVE MY BACHELOR'S DEGREE FOR MY PRESENT POSITION. |
| 39.5 | 23.4 | I AM BETTER PREPARED FOR MY PRESENT POSITION THAN GRADUATES FROM OTHER UNIVERSITIES. |
| 59.1 | 27.5 | I AM GENERALLY SATISFIED WITH MY PRESENT CAREER CIRCUMSTANCES. |
| 36.9 | 47.3 | I APPLY MOST OF THE KNOWLEDGE AND SKILL RELATED TO MY UNDERGRADUATE DEGREE IN MY PRESENT POSITION. |

PLEASE FILL OUT THE REVERSE SIDE

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Comparative analysis of the sample by departments

The purpose of this comparative study is to analyse the data acquired on the academic "discipline-departmental"* level to accomplish the following:

1. Evaluate the graduate's "labor market."
2. Evaluate the achievement of the graduate's educational expectations:
3. Evaluate the graduate's perception of his preparedness and degree of knowledge application:
4. Evaluate the graduate's usage volume of departmental sources of assistance to obtain employment or graduate school acceptance.

*"Discipline departmental" is used because our evaluation is influenced by the nature of the discipline taught and the personnel of the department.

1. The graduate's "labor market" by discipline-department.

A combination of the % employed in the area of their major of those employed, the % underemployed (unskilled labor, skilled labor, and clerical work) of those employed and the % still seeking employment gives us an indication of the "labor market" for a discipline-department. These three percentages tell us whether the graduate is using his major to find employment or if not whether he is finding employment commensurate with his education or if he is find employment at all.

A composite score is derived by taking the % employed in area of the major for a department and subtracting the % underemployed and also the % still seeking employment. It is possible that this could be a negative percentage and in some cases it is. (This composite is not statistically useable. Rather it is a "working" figure to illuminate problem areas.)

This composite may not be appropriate for the agricultural disciplines because of the nature of farm work (i.e. it may be classified as skilled or unskilled but still require a college degree).

The "professional-vocational" disciplines seem to be at the top of the comparison as would be expected. Engineering, accountancy, architecture, etc. are near the top. Education seems to have ranked higher than one would expect, given recent publicity. Social work, Home Economics, the communications majors and Recreation seem to be lower than their "professional-vocational" orientation would indicate. The social sciences are close to the bottom.

Composite scores of the graduates' "labor market"
ranked by departments. (App. III, IV, and V)

	<u>Composite percent</u>		<u>Composite percent</u>
1. Biochemistry	100.0%	24. Finance	47.6%
1. Landscape Arch.	100.0%	25. Chemistry	46.4%
1. Metallurgical Eng.	100.0%	26. Journalism	44.3%
4. Accountancy	99.0%	27. Art and Design	41.8%
5. Architecture	86.8%	28. Social Work	39.4%
6. General Engineering	86.0%	29. Home Economics	39.0%
7. Microbiology	84.4%	30. Advertising	38.5%
8. Electrical Eng.	83.7%	31. Animal Science	33.7%*
9. Speech	83.0%	32. Span., Ital., & Port.	29.2%
10. Mechanical Eng.	81.4%	33. French	28.4%
11. Special Education	78.0%	34. Economics	23.3%
12. Computer Science	76.2%	35. Recreation & Park Ad.	17.6%
13. Civil Eng.	75.0%	36. English	7.3%
14. Agric. Economics	71.6%*	37. Psychology	6.8%
15. Chemical Eng.	71.0%	38. Zoology	0.0%
16. Elementary Education	65.1%	39. Radio-Television	- .5%
17. Physical Ed. for Women	64.1%	40. Biology	-4.0%
18. Agric. Eng.	62.5%*	41. History	-6.4%
19. Music	59.3%	42. Physics	-9.0%
20. Business Adm.	58.4%	43. Political Science	-15.4%
21. Mathematics	56.7%	44. Forestry	-28.5%
22. Aero and Astro Eng.	54.0%	45. Sociology	-32.9%
23. Sec. and Cont. Ed.	49.0%	46. Physiology	--- 1

* Agricultural related discipline-departments (see intro)

1-all graduates in school

2. The achievement of the graduate's educational expectations by discipline-department.

Students were presented eleven goals of education. The goals were derived from Clark Kerr's study of college students that the University of Illinois Survey Research Laboratory cooperated in.

They were asked to respond to these goals in two ways. 1) Whether they expected to achieve this goal as entering freshmen and 2) whether they actually achieved the goal as reporting seniors.

The goals and their achievement reflect upon the University atmosphere, quality of education, and contribution of staff to the learning-maturation process of students. We do not wish to evaluate the maturation process, over which we have little control. rather we wish to evaluate the achievement of learning, and the relative success of each department.

In that regard we have analysed the following goals: (goals that university staff directly or indirectly contribute to)

1. Help me to learn how to make my own decisions;
2. Train me for a career;
3. Develop my abilities to think and express myself;
4. Give me a broad knowledge and appreciation of the arts and sciences;
5. Help me to formulate the values and goals of life;
6. Help me learn practical and effective ways of helping people.

Each goal was analysed separately and departments were ranked according to the difference between the expectation % and the achievement % for that particular goal. The difference is used because this factor applies directly to the change (the learning) that has occurred between **freshman** and senior years. Straight percentages of achievement give no indication of the percentages of expectation, or the relationship between the two.

These six goals apply to all curricula, although individual curriculums may view one goal as more important than others, i.e., "Thinking and Expression" might be more important to the English Department than "Training for a career." However, this preference is equalized by the use of all the goals, allowing for departmental preference, to gain our composite. This method does not seem to have given unfair advantage to any curricula as exhibited by departments represented in the top ten (two Engineering, one Agriculture, two Humanities, three Fine Arts, one Communications and one P.E.). Furthermore, due to the nature of the goals one would think that the social sciences might have the advantage, yet none is included in the top ten and two are a part of the bottom ten.

It would be difficult to make conclusive judgements on this data but it does highlight those departments that are achieving above the expectations of their students and those departments where some problems might exist with regard to the "student's perception of achievement."

A table providing the total percentages of difference between expectations and achievements for all six goals is also included. This table simply tells us if the expectations of students in each department were achieved and the relative degree of achievement or lack of achievement.

The composite percentages were acquired by adding the percent change of all the goals of education. (Again the composite must be construed as a "working figure" and not one that is statistically correct.)

Ranking of departments according to:
Sum of % difference between goals expected and
goals achieved of education.
(App. VI, VII, VIII, IX, X and XI)

1. Metallurgical Eng.	+180%	24. Animal Science	- 27%
2. Forestry	+133%	25. Mechanical Eng.	- 32%
3. Speech	+115%	26. Home Economics	- 33%
4. Landscape Arch.	+ 80%	27. Civic Eng.	- 34%
4. Agri. Eng.	+ 80%	28. Elementary Education	- 37%
6. Span., Ital., & Port.	+ 59%	29. Physiology	- 40%
7. Music	+ 55%	30. Zoology	- 41%
8. Recreation & Park Ad.	+ 46%	31. Psychology	- 42%
9. Journalism	+ 36%	31. Social Work	- 42%
10. Art and Design	+ 35%	33. Electrical Eng.	- 46%
11. Chemical Eng.	+ 34%	33. Microbiology	- 46%
12. Advertising	+ 23%	35. Radio-Television	- 47%
13. Biochemistry	+ 22%	36. Physics	- 58%
14. Architecture	+ 17%	37. Chemistry	- 59%
15. Agricultural Econ.	+ 11%	38. Aero and Astro Eng.	- 64%
15. General Engineering	+ 11%	38. French	- 64%
17. Sociology	- 6%	40. Business Adm.	- 68%
18. Accountancy	- 10%	41. Economics	- 75%
19. Biology	- 12%	42. Mathematics	- 85%
19. Sec. and Cont. Ed.	- 12%	43. Finance	- 92%
21. Physical Ed. for W.	- 13%	44. Computer Science	-100%
22. English	- 18%	45. Political Science	-101%
23. Special Education	- 21%	46. History	-110%

3. The graduate's perception of his preparedness and his degree of knowledge application by discipline-department.

The composite score of the questions "My major program of study has very adequately prepared me for my present position," "I am better prepared for my present position than graduates from other universities," and "I apply most of the knowledge and skill related to my undergraduate degree in my present position," was derived by ranking the departments according to the mean answer of each question and then computing an average rank for all three. The student is given five choices of response to each question: Strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5.

Again we find that the "professional-vocational" disciplines fared quite well, but it is also significant that life science and chemical science disciplines that prepare for graduate school also ranked quite high. Communications and social sciences were comparatively lower of the two types of disciplines.

Average rank of the mean concerning preparation and application
questions by departments.
(App. XII, XIII, and XIV)

	<u>ave. rank</u>		<u>ave. rank</u>
1. Speech	1.00	24. Music	23.00
2. Special Education	4.00	25. French	25.67
3. Accountancy	4.33	25. Sec. & Cont. Ed.	25.67
4. Civil Eng.	6.67	27. Finance	26.00
4. Landscape Arch.	6.67	28. Mathematics	26.33
6. Physical Ed. for W.	8.00	29. Computer Science	26.67
7. General Engineering	9.00	30. Zoology	27.67
8. Physiology	11.00	31. Span., Ital., & Po.	28.33
8. Biology	11.00	32. Home Economics	29.67
10. Chemistry	11.67	33. Elementary Ed.	33.33
11. Electrical Eng.	13.33	34. Advertising	33.67
12. Biochemistry	14.00	35. Recreation & Park	34.00
12. Chemical Eng.	14.00	36. Business Adm.	35.67
14. Microbiology	17.00	36. English	35.67
15. Agric. Eng.	17.67	38. Political Science	36.67
16. Metallurgical Eng.	18.00	39. Social Work	37.00
16. Art and Design	18.00	40. Psychology	37.67
18. Architecture	18.67	41. Journalism	38.00
19. Aero and Astro Eng.	19.00	42. History	40.33
19. Mechanical Eng.	19.00	43. Economics	41.00
21. Agric. Economics	20.33	44. Radio-Television	42.67
22. Animal Science	21.33	45. Sociology	44.67
23. Physics	22.33	46. Forestry	45.00

4. The graduate's usage volume of departmental sources of assistance to obtain employment or graduate school acceptance.

Students were asked to indicate which of nine potential sources of assistance they used in the process of obtaining their present employment or being admitted to their present student programs. Further, they could indicate whether they did it on their own. Their choice was multiple, that is they could indicate their use of more than one source of assistance and/or the fact that they did it on their own.

Two of the nine potential sources are non-university (friends and parents) and will not be further analysed. Two more refer to specific interest groups (Health Professions Information Office for health professional schools and the LAS Law School information service for law school admission). The Health Professions Office was used by 55% of those that actually attended health professional schools and the Law service was used by 37% of those now attending law school.

This part of the analysis is to look at the relative assistance given by departmental and college level personnel in obtaining the post-graduate activity of their choice. Admittedly, there is likely to be overlap due to the multiple choice nature of the response. However, the sum of the percentages of usage of the five sources of assistance should indicate the relative involvement of departmental and college level personnel and the degree of that involvement.

It has long been a "grapevine" adage that counseling and advising was best in the colleges of Engineering and Agriculture and worst in the College of Liberal Arts and Sciences. This analysis proves the former true and the latter false.

The data is analysed in two ways: 1) from the departmental point of view by summing the percent usage of departmental sources of assistance (faculty, department office, and academic advisors) and 2) from the college and major academic grouping point of view by summing all five sources of assistance (placement and college offices in addition to departmental sources). Each of these analyses are placed in order according to the department. This analysis also implies which college level

sources are the most used.

The analysis indicates total relative usage and further indicates whether the department or the college is holding up the greatest part of the process. For instance, it appears that the college level sources in Engineering, Education, and Commerce and Business Administration are far outstripping their departmental counterparts. On the other hand, it seems that the departments of Fine and Applied Arts shoulder a greater burden than the college level sources and that the Communications graduate is pretty much "on his own" with regard to both college and departmental assistance.

Liberal Arts departments, particularly Chemical Sciences, Social Work, Life Sciences, and Humanities, fared better than the "old adage" would indicate.

Sum of the percent useages of the 3 departmental sources of assistance
for post graduate activity.
(App. XV, XVI, and XVII)

1. Speech	105%	24. Home Economics	51%
2. Metallurgical Eng.	100%	25. Psychology	50%
3. Chemical Eng.	99%	26. Zoology	48%
4. Animal Science	91%	27. Finance	46%
5. Agricultural Eng.	90%	28. Electrical Eng.	45%
6. Biology	88%	29. Special Education	44%
7. Art and Design	80%	30. Accountancy	36%
8. Civil Eng.	78%	30. Sec. & Cont. Ed.	36%
9. Biochemistry	77%	32. Forestry	32%
9. Physics	77%	33. Advertising	30%
9. Agric. Econ.	77%	34. Mathematics	29%
12. Aero and Astro Eng.	71%	35. History	28%
13. Social Work	68%	36. French	27%
14. Chemistry	65%	37. Computer Science	25%
15. Landscape Arch.	60%	37. Economics	25%
15. Physiology	60%	39. Business Adm.	24%
17. Span., Ital., & Port.	59%	40. Recreation and Park	23%
18. Mechanical Eng.	58%	41. Architecture	21%
18. Microbiology	58%	41. Political Science	21%
20. Physical Ed. for W.	57%	43. Elementary Education	20%
21. English	55%	43. Sociology	20%
21. General Engineering	55%	45. Radio-Television	9%
21. Music	55%	46. Journalism	5%

Sum of the percent useage of the 5 university sources of
assistance for post graduate activity.
(App. XV, XVI, XVII, XVIII, and XIX)

1. Agricultural Eng.	150%	24. Physiology	70%
2. Metallurgical Eng.	146%	25. English	66%
3. Speech	145%	25. Home Economics	66%
4. Chemical Eng.	137%	25. Music	66%
5. Agric. Econ.	127%	28. Microbiology	63%
6. Civic Eng.	123%	29. Sec. & Cont. Ed.	62%
7. Special Education	110%	30. Computer Science	60%
8. Electrical Eng.	107%	30. Landscape Arch.	60%
9. Mechanical Eng.	106%	30. Psychology	60%
10. Animal Science	100%	33. Elementary Ed.	55%
10. Span., Ital., & Port.	100%	33. Zoology	55%
12. General Engineering	99%	35. Business Adm.	48%
13. Accountancy	97%	36. History	46%
14. Biology	96%	37. French	45%
15. Aero and Astro Eng.	95%	38. Advertising	40%
16. Social Work	92%	38. Economics	40%
17. Art and Design	89%	38. Sociology	40%
17. Chemistry	89%	41. Forestry	38%
19. Biochemistry	88%	42. Political Science	30%
20. Physical Ed. for W.	86%	43. Architecture	23%
21. Physics	82%	43. Recreation and Park	23%
22. Mathematics	77%	45. Radio-Television	14%
23. Finance	73%	46. Journalism	5%

Appendix I
Analysis of departments according to %
of those presently in graduate or professional school

50% + in school

Physiology	100%
Speech	70%
Microbiology	68%
Zoology	66%
Physics	64%
Chemistry	61%
Political Science	59%
Biochemistry	55%

30 - 40 % in school

Psychology	48%
Social Work	48%
Animal Science	45%
Aero & Astro Eng.	42%
Spanish	42%
Metallurgy	40%
Economics	39%
Civil Engineering	38%
Chemical Engr.	36%
Finance	33%
Electrical Engr.	31%
English	31%
History	31%
Music	30%

15 - 20% in school

French	27%
Business Administration	26%
Journalism	23%
General Engineering	22%
Agricultural Economics	21%
Home Economics	21%
Mathematics	21%
P.E. W	21%
Agricultural Engineering	20%
Sociology	20%
Advertising	17%
Art & Design	17%
Mechanical Engineering	16%
Recreation	16%
Computer Science	15%

0 - 14% in school

Sec. & Con. Education	14%
Forestry	13%
Accountancy	12%
Architecture	11%
Elementary Education	9%
Radio-TV	5%
Landscape Architecture	0%
Special Education	0%

Appendix II
Analysis of departments according to %
of those presently working or in the military service

80% + working or in service

Landscape Architecture	100%	Electrical Engineering	63%
Special Education	100%	French	63%
Architecture	89%	Music	63%
Accountancy	87%	Sociology	61%
Forestry	87%	Civil Engineering	60%
Computer Science	85%	English	60%
Elementary Education	85%	Metallurgical Engineering	60%
Recreation	84%	Economics	59%
Mechanical Engineering	83%	Spanish	53%
Advertising	80%	Animal Science	54%
Agricultural Engineering	80%	Aero & Astro Engineering	53%
Sec. & Cont. Education	80%		

50 - 79% working or in service

General Engineering	78%
P.E.W.	78%
Home Economics	75%
Mathematics	75%
Agricultural Economics	74%
Journalism	73%
Radio-TV	73%
Business Administration	70%
Finance	64%
History	64%
Art & Design	63%
Chemical Engineering	63%

49% working or in service

Psychology	48%
Biochemistry	44%
Social Work	43%
Chemistry	34%
Political Science	33%
Microbiology	32%
Zoology	31%
Physics	27%
Biology	8%

Appendix III
Ranking of % employed in area of major
of those employed

Per cent		Per cent	
1. Agricultural Engineering	100	24. Mathematics	68
1. Biochemistry	100	25. Animal Science	67
1. Landscape Architecture	100	26. Aero & Astro Engineering	66
1. Metallurgical Engineering	100	27. Sec. & Cont. Education	63
1. Microbiology	100	28. Finance	59
6. Accountancy	99	28. Advertising	59
7. Electrical Engineering	92	30. French	57
8. Architecture	89	31. Social Work	56
8. Special Education	89	32. Zoology	55
10. Computer Science	88	32. Home Economics	55
11. General Engineering	86	34. Biology	50
12. Mechanical Engineering	85	35. Radio-TV	49
13. Speech	83	36. English	48
14. P.E.W.	82	37. Economics	47
15. Elementary Education	81	38. Recreation	45
16. Civil Engineering	80	39. Spanish	43
17. Agricultural Economics	77	40. Psychology	40
18. Music	76	41. Physics	33
19. Art & Design	75	41. Sociology	33
20. Business Administration	71	43. Forestry	29
20. Chemical Engineering	71	44. Political Science	27
22. Chemistry	70	45. History	20
23. Journalism	69	46. Physiology	

Appendix IV
 Ranking of % underemployed of those employed
 (i.e. those indicating unskilled labor, skilled labor and
 clerical work as the form of their activity)

	Per cent		Per cent
1. Accountancy	0	24. Spanish	13.8
1. Aero & Astro Engineering	0	25. Microbiology	15.6
1. Biochemistry	0	26. Home Economics	16.0
1. Chemical Engineering	0	27. Advertising	17.5
1. General Engineering	0	28. P.E.W.	17.9
1. Landscape Architecture	0	29. Chemistry	20.6
1. Metallurgical Engineering	0	30. Art & Design	22.2
1. Physiology	0	31. History	23.4
1. Speech	0	32. Economics	23.7
10. Architecture	2.2	33. Journalism	24.7
11. Mechanical Engineering	3.6	34. Recreation	27.4
12. Civil Engineering	5.0	35. French	28.6
13. Agricultural Economics*	5.4	36. Psychology	29.2
14. Electrical Engineering	6.3	37. Radio-TV	31.5
15. Business Administration	8.6	38. Animal Science*	33.3
16. Mathematics	9.3	39. Political Science	36.4
17. Finance	9.4	40. English	36.7
18. Sec. & Cont. Education	10.0	41. Physics	37.0
19. Special Education	11.0	42. Agricultural Engineering*	37.5
20. Social Work	11.6	43. Sociology	45.9
21. Computer Science	11.8	44. Biology	50.0
22. Music	12.7	45. Forestry	57.5
23. Elementary Education	12.9	46. Zoology	87.1

* Agriculture related disciplines

Appendix V
Ranking of % still seeking employment

	Per cent		Per cent
1. Accountancy	0	1. Speech	0
1. Agricultural Economics	0	1. Zoology	0
1. Agricultural Engineering	0	27. Electrical Engineering	2%
1. Animal Science	0	27. Finance	2%
1. Architecture	0	27. Mathematics	2%
1. Biochemistry	0	30. Advertising	3%
1. Chemical Engineering	0	30. Chemistry	3%
1. Civil Engineering	0	30. Elementary Education	3%
1. Computer Science	0	30. History	3%
1. Economics	0	34. Business Administration	4%
1. Forestry	0	34. English	4%
1. French	0	34. Music	4%
1. General Engineering	0	34. Psychology	4%
1. Home Economics	0	34. Sec. & Cont. Education	4%
1. Journalism	0	34. Biology	4%
1. Landscape Architecture	0	40. Physics	5%
1. Mechanical Engineering	0	40. Social Work	5%
1. Metallurgical Engineering	0	42. Political Science	6%
1. Microbiology	0	43. Art & Design	11%
1. P.E.W.	0	44. Aero & Astro Engineering	12%
1. Physiology	0	45. Radio-TV	18%
1. Recreation	0	46. Sociology	20%
1. Spanish	0		
1. Special Education	0		

Appendix VI
Ranking according to difference between expected %
and achieved % of the goal of education:
Develop my abilities to think and to express myself

	Per cent		Per cent
1. Forestry	+63.	24. Agricultural Economics	+ 4
2. Metallurgical Engineering	+40	24. Music	+ 4
3. Advertising	+30	26. Elementary Education	+ 3
4. Sociology	+27	27. Accountancy	+ 2
5. Radio-TV	+23	28. Biochemistry	0
6. English	+22	28. Computer Science	0
7. Chemical Engineering	+18	28. Landscape Architecture	0
7. Sec. & Cont. Education	+18	28. Mechanical Engineering	0
9. P.E.W.	+15	28. Physiology	0
9. Recreation	+15	28. Spanish	0
11. Social Work	+14	34. Chemistry	- 3
12. Psychology	+13	34. Political Science	- 3
13. Business Administration	+12	36. Economics	- 5
14. Architecture	+11	37. Electrical Engineering	- 6
14. Microbiology	+11	38. Finance	- 7
16. Agricultural Engineering	+10	38. History	- 7
16. Speech	+10	40. French	- 9
16. Zoology	+10	41. Home Economics	-10
19. Animal Science	+ 9	41. Mathematics	-10
20. Art & Design	+ 8	43. Special Education	-11
20. Biology	+ 8	44. Civil Engineering	-22
22. Journalism	+ 5	44. General Engineering	-22
22. Physics	+ 5	46. Aero & Astro Engineering	-29

Appendix VII
Give me a broad knowledge and appreciation
of the Arts and Sciences

	Per cent		Per cent
1. Metallurgical Engineering	+60	24. Computer Science	-10
2. Speech	+30	24. Home Economics	-10
3. Sociology	+20	24. Radio-TV	-10
4. Forestry	+13	24. Social Work	-10
5. Biochemistry	+11	28. Sec. & Cont. Education	-12
5. Music	+11	29. Architecture	-13
7. Agricultural Engineering	+10	29. Civil Engineering	-13
8. Art & Design	+ 9	31. P.E.W.	-14
8. Spanish	+ 9	32. Landscape Architecture	-20
10. Advertising	+ 7	33. Microbiology	-21
10. Zoology	+ 7	34. Animal Science	-27
12. Psychology	+ 6	34. French	-27
13. History	+ 3	36. Chemical Engineering	-28
13. Political Science	+ 3	36. Chemistry	-28
15. English	0	36. Biology	-28
15. General Engineering	0	39. Business Administration	-30
17. Mathematics	- 3	40. Recreation	-31
18. Agricultural Economics	- 5	41. Accountancy	-34
18. Journalism	- 5	41. Electrical Engineering	-34
20. Aero & Astro Engineering	- 6	43. Finance	-36
20. Elementary Education	- 6	44. Physiology	-40
22. Economics	- 7	45. Mechanical Engineering	-45
23. Physics	- 9	46. Special Education	-78

Appendix VIII
Train me for a career

	Per cent		Per cent
1. Chemical Engineering	+64	24. Agricultural Economics	-18
2. Landscape Architecture	+40	25. Elementary Education	-19
2. Metallurgical Engineering	+40	25. Physics	-19
4. Special Education	+34	27. Chemistry	-21
5. Accountancy	+33	28. Finance	-22
6. Agricultural Engineering	+30	29. Biochemistry	-23
6. Speech	+30	29. Recreation	-23
8. Forestry	+25	31. Advertising	-24
9. Electrical Engineering	+21	31. Mathematics	-24
10. Mechanical Engineering	+13	33. French	-27
11. General Engineering	+11	34. Business Administration	-28
12. Architecture	+10	35. P.E. W.	-29
12. Physiology	+10	36. Computer Science	-30
14. Music	+ 7	37. English	-31
15. Art & Design	+ 6	38. Economics	-36
16. Journalism	+ 4	38. Microbiology	-36
17. Aero & Astro Engineering	0	40. Radio-TV	-41
17. Animal Science	0	41. History	-44
17. Civil Engineering	0	41. Zoology	-44
17. Sec. & Cont. Education	0	43. Political Science	-53
21. Biology	-12	43. Sociology	-53
22. Spanish	-17	45. Psychology	-65
22. Home Economics	-17	46. Social Work	-80

Appendix IX
Help me to formulate the values and goals of my life

	Per cent		Per cent
1. Agricultural Economics	+30	23. Architecture	0
1. Speech	+30	23. Metallurgical Engineering	0
3. Special Education	+23	23. Physiology	0
4. General Engineering	+22	27. Art & Design	- 3
5. Landscape Architecture	+20	28. Sec. & Cont. Education	- 4
5. Biology	+20	29. Accountancy	- 5
7. Spanish	+17	30. Economics	- 6
8. Music	+15	31. Chemical Engineering	- 9
9. Journalism	+14	31. Political Science	- 9
10. Biochemistry	+11	33. Chemistry	-11
11. Home Economics	+ 9	34. Electrical Engineering	-12
12. Recreation	+ 8	34. Finance	-12
13. Civil Engineering	+ 7	36. Elementary Education	-14
13. Forestry	+ 7	37. Mechanical Engineering	-16
13. P.E.W.	+ 7	38. Advertising	-17
13. Sociology	+ 7	39. Aero & Astro Engineering	-18
17. Microbiology	+ 5	40. French	-19
17. Social Work	+ 5	41. History	-21
19. Radio-TV	+ 4	42. Business Administration	-22
19. Zoology	+ 4	43. Animal Science	-27
21. English	+ 3	44. Computer Science	-30
22. Psychology	+ 1	45. Mathematics	-31
23. Agricultural Engineering	0	46. Physics	-36

Appendix X
Help me learn practical and effective ways of helping people

	Per cent		Per cent
1. Recreation	+64	24. Music	- 8
2. Special Education	+34	25. Accountancy	- 9
3. Spanish	+33	26. Chemistry	-10
4. Landscape Architecture	+20	26. Mathematics	-10
4. Agricultural Engineering	+20	28. Elementary Education	-12
6. Biochemistry	+12	29. Agricultural Economics	-13
7. General Engineering	+11	29. Civil Engineering	-13
8. French	+ 9	29. Home Economics	-13
9. Speech	+ 5	29. Mechanical Engineering	-13
10. Advertising	+ 4	33. Electrical Engineering	-15
11. Animal Science	0	34. Aero & Astro Engineering	-17
11. Metallurgical Engineering	0	35. Economics	-18
11. Sociology	0	35. Sec. & Cont. Education	-18
14. Architecture	- 2	37. English	-20
14. Business Administration	- 2	37. Physiology	-20
14. Finance	- 2	39. Microbiology	-21
17. Biology	- 4	40. Physics	-22
17. Social Work	- 4	41. Zoology	-28
19. Art & Design	- 5	41. Chemical Engineering	-28
19. Journalism	- 5	43. History	-33
21. Forestry	- 6	44. Computer Science	-35
22. P.E.W.	- 7	45. Political Science	-36
22. Psychology	- 7	46. Radio-TV	-37

Appendix XI
Help me to learn how to make my own decisions

	Per cent		Per cent
1. Metallurgical Engineering	+40	23. Psychology	+10
2. Social Work	+33	23. Speech	+10
3. Forestry	+31	23. Zoology	+10
4. Mechanical Engineering	+29	27. Chemical Engineering	+ 9
5. Music	+26	27. French	+ 9
6. Advertising	+23	29. English	+ 8
6. Journalism	+23	29. Home Economics	+ 8
6. Physics	+23	31. Civil Engineering	+ 7
6. Recreation	+23	32. Aero & Astro Engineering	+ 6
10. Art & Design	+20	33. Computer Science	+ 5
10. Landscape Architecture	+20	34. Sec. & Cont. Education	+ 4
10. Physiology	+20	34. Biology	+ 4
13. Animal Science	+18	36. Accountancy	+ 3
14. Spanish	+17	37. Business Administration	+ 2
15. Microbiology	+16	38. Electrical Engineering	0
16. P.E.W.	+15	39. Economics	- 3
17. Chemistry	+14	39. Political Science	- 3
17. Radio-TV	+14	41. Mathematics	- 7
19. Agricultural Economics	+13	41. Sociology	- 7
20. Architecture	+11	43. History	- 8
20. Biochemistry	+11	44. General Engineering	-11
20. Elementary Education	+11	45. Finance	-13
23. Agricultural Engineering	+10	46. Special Education	-23

Appendix XII

Ranking of the departmental mean of the question

"My major program of study has very adequately prepared me for my present position"
on the basis that

strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5

	Mean		Mean
1. Speech	1.40	24. Finance	2.91
2. Special Education	1.78	25. Advertising	2.93
3. Landscape Architecture	1.80	26. Art & Design	2.94
4. Civil Engineering	1.81	27. Physics	2.95
5. Accountancy	1.93	28. Sec. & Cont. Education	3.00
6. Chemistry	2.00	29. Business Administration	3.02
6. General Engineering	2.00	30. Music	3.04
8. Agricultural Engineering	2.10	31. Home Economics	3.05
8. Physiology	2.10	32. French	3.09
10. Biochemistry	2.11	33. Computer Science	3.20
10. Microbiology	2.11	34. Psychology	3.22
12. Biology	2.17	35. Journalism	3.27
13. Metallurgical Engineering	2.20	36. Zoology	3.28
14. Electrical Engineering	2.27	37. Social Work	3.29
15. Chemical Engineering	2.45	38. Political Science	3.30
15. Mechanical Engineering	2.45	39. English	3.35
17. Aero & Astro Engineering	2.56	40. History	3.41
18. P.E.W.	2.64	41. Elementary Education	3.43
19. Agricultural Economics	2.70	42. Economics	3.50
20. Spanish	2.75	43. Recreation	3.54
21. Animal Science	2.82	44. Forestry	3.56
22. Math	2.88	45. Radio-TV	3.64
23. Architecture	2.89	46. Sociology	4.57

Appendix XIII

Ranking of the departmental mean of the question

"I am better prepared for my present position
than graduates from other universities"

on the basis that

strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5

	Mean		Mean
1. Speech	1.65	24. Biochemistry	2.78
2. Metallurgical Engineering	1.80	25. Microbiology	2.79
3. Accountancy	1.96	26. Computer Science	2.89
4. P.E.W.	2.00	27. Physics	2.95
5. Civil Engineering	2.03	28. French	3.00
6. General Engineering	2.11	28. Political Science	3.00
7. Special Education	2.22	30. Home Economics	3.07
8. Chemican Engineering	2.27	30. Zoology	3.07
9. Chemistry	2.28	32. Recreation	2.03
10. Aero & Astro Engineering	2.31	33. Agricultural Economics	3.09
11. Biology	2.32	34. Social Work	3.10
12. Mechanical Engineering	2.39	35. Elementary Education	3.12
13. Landscape Architecture	2.40	35. English	3.12
14. Electrical Engineering	2.46	37. History	3.13
15. Architecture	2.49	37. Psychology	3.13
16. Music	2.58	39. Economics	3.14
17. Physiology	2.60	40. Advertising	3.17
18. Animal Science	2.64	40. Business Administration	3.17
19. Agricultural Engineering	2.70	42. Sociology	3.29
19. Sec. & Cont. Education	2.70	43. Spanish	3.33
21. Finance	2.71	44. Journalism	3.41
22. Art & Design	2.75	45. Radio-TV	3.43
23. Mathematics	2.76	46. Forestry	3.63

Appendix XIV

Ranking of the departmental mean of the question

"I apply most of the knowledge and skill related to my undergraduate degree in my present position"

on the basis that

strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5

	Mean		Mean
1. Speech	1.70	24. Elementary Education	3.13
2. P.E.W.	2.00	25. Animal Science	3.18
2. Special Education	2.00	26. Agricultural Engineering	3.30
4. Landscape Architecture	2.40	27. Recreation	3.31
5. Accountancy	2.46	28. Home Economics	3.32
6. Art & Design	2.50	28. Sec. & Cont. Education	3.32
6. Physiology	2.50	30. Mechanical Engineering	3.35
8. Biochemistry	2.67	31. Aero & Astro Engineering	3.38
9. Agricultural Economics	2.74	32. English	3.41
10. Biology	2.75	33. Finance	3.44
11. Civil Engineering	2.77	34. Mathematics	3.54
11. Electrical Engineering	2.77	35. Journalism	3.55
11. Physics	2.77	36. Advertising	3.57
14. General Engineering	2.78	36. Business Administration	3.57
15. Microbiology	2.79	36. Radio-TV	3.57
15. Zoology	2.79	39. Metallurgical Engineering	3.60
17. French	2.82	40. Social Work	3.67
18. Architecture	2.83	41. Psychology	3.69
19. Chemical Engineering	2.91	42. Economics	3.78
20. Chemistry	3.03	43. Political Science	3.82
21. Computer Science	3.05	44. History	3.87
22. Spanish	3.08	45. Forestry	4.13
23. Music	3.12	46. Sociology	4.21

Appendix XV
Ranking of % usage of faculty as a source of assistance
in obtaining the graduate's post-graduate activity

	Per cent		Per cent
1. Chemical Engineering	64	23. Finance	29
2. Metallurgical Engineering	60	23. Home Economics	29
2. Biology	60	23. Social Work	29
4. Animal Science	55	27. Zoology	23
4. Speech	55	28. Psychology	27
6. Art & Design	50	29. Sec. & Cont. Education	26
7. Microbiology	47	30. Accountancy	23
8. Biochemistry	44	31. Mathematics	22
8. General Engineering	44	31. Special Education	22
10. Agricultural Economics	43	33. Advertising	20
10. P.E.W.	43	34. French	18
12. Spanish	42	34. History	18
13. Chemistry	41	36. Architecture	17
13. Music	41	37. Business Administration	16
15. Agricultural Engineering	40	38. Computer Science	15
15. Landscape Architecture	40	38. Economics	15
15. Physiology	40	38. Elementary Education	15
18. Civil Engineering	39	38. Recreation	15
18. Mechanical Engineering	39	42. Forestry	13
20. Physics	36	42. Sociology	13
21. Aero & Astro Engineering	35	44. Political Science	9
21. English	35	44. Radio-TV	9
23. Electrical Engineering	29	46. Journalism	5

Appendix XVI
Ranking of % usage of departmental office as a source of assistance
in obtaining the graduate's post-graduate activity

	Per cent		Per cent
1. Speech	30	23. French	9
2. Social Work	29	23. Political Science	9
3. Physics	27	26. Recreation	8
4. Civil Engineering	26	27. Advertising	7
5. Art & Design	22	27. Home Economics	7
6. Landscape Architecture	20	27. Music	7
6. Metallurgical Engineering	20	27. Sociology	7
8. Aero & Astro Engineering	18	31. Computer Science	5
8. Animal Science	18	31. Economics	5
10. Spanish	17	31. History	5
11. English	16	31. Mathematics	5
12. Chemistry	14	35. Agricultural Economics	4
12. P.E.W.	14	35. Architecture	4
14. Finance	13	35. Business Administration	4
14. Forestry	13	35. Elementary Education	4
14. Mechanical Engineering	13	35. Sec. & Cont. Education	4
17. Biochemistry	11	35. Biology	4
17. Special Education	11	41. Chemical Engineering	0
19. Agricultural Engineering	10	41. General Engineering	0
19. Electrical Engineering	10	41. Journalism	0
19. Psychology	10	41. Microbiology	0
19. Zoology	10	41. Physiology	0
23. Accountancy	9	41. Radio-TV	0

Appendix XVII
Ranking of % usage of academic advisors as a source of assistance
in obtaining the graduate's post-graduate activity

	Per cent		Per cent
1. Agricultural Engineering	40	23. Forestry	6
2. Agricultural Economics	30	23. Mechanical Engineering	6
3. Biology	24	23. Sec. & Cont. Education	6
4. Biochemistry	22	27. Computer Science	5
5. Physiology	20	27. Economics	5
5. Metallurgical Engineering	20	27. History	5
5. Speech	20	30. Accountancy	4
8. Aero & Astro Engineering	18	30. Business Administration	4
8. Animal Science	18	30. English	4
10. Home Economics	15	30. Finance	4
11. Physics	14	34. Advertising	3
12. Civil Engineering	13	34. Political Science	3
12. Psychology	13	36. Mathematics	2
14. General Engineering	11	37. Elementary Education	1
14. Microbiology	11	38. Architecture	0
14. Special Education	11	38. French	0
17. Chemistry	10	38. Journalism	0
17. Social Work	10	38. Landscape Architecture	0
17. Zoology	10	38. P.E.W.	0
20. Chemical Engineering	9	38. Radio-TV	0
21. Art & Design	8	38. Recreation	0
22. Music	7	38. Sociology	0
23. Electrical Engineering	6	38. Spanish	0

Appendix XVIII
Ranking of % usage of the placement office as a source of assistance
in obtaining the graduate's post-graduate activity

	Per cent		Per cent
1. Chemical Engineering	64	24. Music	11
2. Electrical Engineering	52	25. Economics	10
3. Accountancy	49	25. English	10
4. Metallurgical Engineering	46	25. History	10
5. General Engineering	44	25. Home Economics	10
6. Mechanical Engineering	42	29. Sociology	7
7. Mathematics	41	30. Art & Design	6
8. Civil Engineering	35	30. Forestry	6
8. Computer Science	35	30. Psychology	6
10. Spanish	33	33. Physics	5
10. Special Education	33	33. Radio-TV	5
12. Agricultural Engineering	30	35. Biology	4
13. P.E.W.	29	36. Advertising	3
14. Elementary Education	28	36. Political Science	3
15. Speech	25	38. Architecture	2
16. Business Administration	20	39. Animal Science	0
16. Finance	20	39. Biochemistry	0
16. Sec. & Cont. Education	20	39. Journalism	0
19. Social Welfare	19	39. Landscape Architecture	0
20. Aero & Astro Engineering	18	39. Microbiology	0
20. French	18	39. Physiology	0
22. Chemistry	17	39. Recreation	0
23. Agricultural Economics	13	39. Zoology	0

Appendix XIX
Ranking % usage of the college office as a source of assistance
in obtaining the graduate's post-graduate activity

	Per cent		Per cent
1. Agricultural Economics	37	24. Economics	5
2. Special Education	33	24. Home Economics	5
3. Agricultural Engineering	30	24. Microbiology	5
4. Speech	15	24. Social Work	5
5. Sociology	13	28. Business Administration	4
6. Accountancy	12	28. Psychology	4
7. Biochemistry	11	28. Biology	4
8. Civil Engineering	10	31. Art & Design	3
8. Electrical Engineering	10	32. English	1
8. Physiology	10	33. Architecture	0
11. Animal Science	9	33. Chemical Engineering	0
12. History	8	33. Computer Science	0
12. Spanish	8	33. Forestry	0
14. Advertising	7	33. French	0
14. Chemistry	7	33. General Engineering	0
14. Elementary Education	7	33. Journalism	0
14. Finance	7	33. Landscape Architecture	0
14. Mathematics	7	33. Metallurgical Engineering	0
14. Zoology	7	33. Music	0
20. Aero & Astro Engineering	6	33. P.E.W.	0
20. Mechanical Engineering	6	33. Physics	0
20. Political Science	6	33. Radio-TV	0
20. Sec. & Cont. Education	6	33. Recreation	0

Appendix XX

Ranking of the departmental mean of the question

"I have a positive feeling toward my departmental program at the U of I"
on the basis that

strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5

	Mean		Mean
1. General Engineering	1.22	24. Physics	2.27
2. Animal Science	1.36	25. Physiology	2.30
3. Civil Engineering	1.58	26. French	2.36
4. Landscape Architecture	1.60	27. Business Administration	2.40
4. Speech	1.60	27. Finance	2.40
6. Accountancy	1.66	29. Psychology	2.41
7. Chemical Engineering	1.73	30. Art & Design	2.42
8. Agricultural Economics	1.78	30. Economics	2.42
9. P.E.W.	1.79	32. Journalism	2.45
10. Metallurgical Engineering	1.80	33. History	2.54
11. Electrical Engineering	1.81	33. Recreation	2.54
12. Special Education	1.89	35. Social Work	2.57
13. Advertising	1.93	36. Mathematics	2.59
14. Mechanical Engineering	1.94	37. Forestry	2.63
15. Biochemistry	2.00	38. Architecture	2.64
15. Spanish	2.00	38. English	2.64
17. Chemistry	2.03	40. Sec. & Cont. Education	2.66
18. Agricultural Engineering	2.10	41. Home Economics	2.70
19. Microbiology	2.16	42. Political Science	2.73
20. Biology	2.17	43. Elementary Education	2.87
21. Aero & Astro Engineering	2.24	44. Computer Science	3.00
21. Zoology	2.24	45. Spanish	3.07
23. Music	2.26	46. Radio-TV	3.14

Appendix XXI

Ranking of the departmental mean of the question

"I have a positive feeling toward the University of Illinois in general"
on the basis that

strongly agree = 1, agree = 2, neutral = 3, disagree = 4, strongly disagree = 5

	Mean		Mean
1. P.E.W.	1.14	24. Social Work	1.71
2. Spanish	1.33	25. Music	1.74
3. French	1.36	26. History	1.77
4. Landscape Architecture	1.40	27. Biochemistry	1.78
5. Civil Engineering	1.42	28. Biology	1.79
6. General Engineering	1.44	29. English	1.80
7. Speech	1.50	29. Metallurgical Engineering	1.80
8. Agricultural Economics	1.52	31. Elementary Education	1.81
9. Sec. & Cont. Education	1.54	31. Forestry	1.81
10. Business Administration	1.56	31. Psychology	1.81
10. Special Education	1.56	34. Advertising	1.83
12. Accountancy	1.59	34. Art & Design	1.33
12. Chemistry	1.59	36. Home Economics	1.85
14. Agricultural Engineering	1.60	37. Microbiology	1.39
15. Recreation	1.62	38. Physiology	1.90
16. Mathematics	1.63	39. Physics	1.91
17. Animal Science	1.64	40. Aero & Astro Engineering	1.94
17. Chemical Engineering	1.64	41. Radio-TV	1.95
19. Mechanical Engineering	1.65	42. Computer Science	2.00
20. Economics	1.67	43. Political Science	2.03
21. Electrical Engineering	1.69	44. Architecture	2.04
21. Finance	1.69	45. Journalism	2.09
21. Zoology	1.69	46. Sociology	2.36

Appendix XXII
Ranking of the % that would follow same program
if they could repeat their undergraduate career

	Per cent		Per cent
1. Landscape Architecture	100	24. Physiology	60
1. Metallurgical Engineering	100	25. Music	59
3. Animal Science	91	25. Zoology	59
4. Civil Engineering	84	27. Advertising	57
5. Electrical Engineering	83	27. Social Work	57
6. Chemical Engineering	82	29. Finance	56
7. Accountancy	81	30. Recreation	54
8. General Engineering	78	31. Elementary Education	53
9. Mechanical Engineering	77	32. Economics	51
10. Microbiology	74	33. Forestry	50
11. Architecture	72	33. Spanish	50
12. P.E.W.	71	35. Mathematics	49
13. Agricultural Engineering	70	36. Computer Science	45
13. Business Administration	70	36. Journalism	45
13. Speech	70	36. Radio-TV	45
16. Art & Design	69	39. Sec. & Cont. Education	44
17. Biochemistry	67	40. English	43
17. Special Education	67	41. Aero & Astron Engineering	41
19. Agricultural Economics	65	42. Sociology	40
20. French	64	43. Psychology	38
20. Physics	64	44. Political Science	35
20. Biology	64	45. Home Economics	34
23. Chemistry	62	46. History	26



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